

## Teaching literature in the context of citizenship to develop a positive attitude towards English language at secondary schools level in Khartoum State

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### Abstract:

*This paper aims at emphasizing the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) in our times. Reason for using literature texts in foreign language classroom and main criteria for selecting suitable literature texts in foreign language classes are stressed. It is to make the reader familiar with the underline reasons and criteria for language teachers' using and selecting literary texts. Thus our focus is teaching literature in the context of citizenship to develop a positive attitude towards English language in secondary schools level at The State of Khartoum. It is to know how literature teaching in the window of citizenship can consolidate the notion of citizenship and identity. And it is to realize how literature teaching motivates students to have a positive attitude towards English language as a foreign language. We make interview with English Language experts in Universities at State of Khartoum to have a feedback to the outcome of the findings to the hypotheses that teaching literature in the context of citizenship to develop a positive attitude towards English Language.*

**Key words:** teaching literature, citizenship, English language, secondary school level, Khartoum State

## **INTRODUCTION:**

(MLA Style: "English Language." Encyclopedia Britannica. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica, 2012, 31/3/2012) Argue that the origin of English Language is in England and due to the spread of British Empire in the past 18<sup>th</sup> and 19<sup>th</sup> centuries, it is now used on many countries on many continents. It is the mother tongue language of the United States, The United Kingdom, Canada, Australia, Ireland and New Zealand. And many small nations in the Caribbean Sea use English language. Moreover, is also in Pacific Ocean. English language has become internationally as Lingua Franca.

It is claimed that it is an official language of the Philippines, Singapore and India. Also it is so in desert of Africa and South Africa.

(Grace Hui-chin Lin - Paul Shih-chieh Chien, 2010, <https://www.google.com>) Stated that the process of teaching English language has become a professional career for teachers. In addition to that it is an academic field of study, and research area since more than sixty years ago. Many researchers devote their academic efforts to raise the awareness of English language teachers to enhance their knowledge and abilities to carry out a prominent lesson in classrooms teachers for English language learners. They claim that due to speedily cycle of globalized world, through 3<sup>rd</sup> mellinium the act of teaching English language as a familiar communication vessel has become even though more far better than two decades ago.

## **THE OBJECTIVES:**

It is to investigate the role of English African literature to have a positive attitude towards English language. It is to find out the concept and theories of citizenship. It is to find out the

concept and theories of citizenship. It is to discover the concept of identity. And it is to clarify the role of motivation through the window of teaching literature to have a good response towards English language.

## **MOTIVES:**

(Mohammad Khatib, Allameh Tabataba, Saeed Rezaei, Ali Derakhshan, 2011, <https://www.google.com>, 17/10/2015, 10:00 pm) Argue that literature was the main stream of feedback as an input for English language teaching in classrooms theatres during the period of applying grammar translation method. Hence since that time it has been ignored. (Collie & Starter, 1987) Stated that it is thought to be the school of structuralism and audio lingualism method, literature curtain was lowered in the theatre of language teaching process.

Literature at the time was neglected and much attention was paid to conversations and dialogues on which were so practical and tangible in real life situation. (Duff & Maley, 1991) taking into consideration all these disfavours, language scholars and some linguists in the 1980s emphasized literature as a language teaching and learning material.

Side by side applied linguistics has given the returning of literature for language teaching and impulsive power (Belcher & Hirrela, 2000) thus publications which have paved the ways for literature were flourished at this time including.

- Carter & Burton, 1982. Maley & Moulding, 1985.
- Colie & Slater, 1987. Carter & Long, 1991.
- Bassentt & Grund, 1993, and others.

Literature is thought to be as an outstanding means for language learning goals and language teaching objectives. As claims (Mohammad Khatib, Allameh Tabataba, Saeed Rezaei, Ali Derakhshan, 2011, <https://www.google.com>, 17/10/2015,

10:00 pm) Many scholars of concern have suggested different advantages for the application of literature in teaching English as a foreign language / second language. Since literature supports authentic feedback as an input for language learning and language teaching. It enhances intensive and extensive reading. Literature promotes cultural heritage.

Authenticity can improve sociolinguistic and pragmatic knowledge; as far as their base is communicative competence. As a hierarchical order it consults linguistic competence. On which its tools are grammar and vocabulary. That means lexical items. (Van, 2009) stated that it enriches the language four skills. Literature text such as Novel, play drama and poetry enhance the development of intellectual emotional intelligence. As ((Ghosn, 2002)) Argued that, literature output and outcome are progressing learners attitudes through critical thinking. And analytic thinking is also as an approval to the value of applying literature text in teaching English language. It is thought to be appropriate that literature is an art. And literature is for art sake.

What is motivation? It is simply stimulus, response and reinforcement. The notion is similar to (F.B Sckiner 1950s) theory of behaviorism; the experiment of mouse morsel of food and itching powder.

(Ghosn, 2002, van, 2009) literature communicates with nature. It portrays the real life experiences. It deals with marvelous interesting fancy and reality in human being life. It provides suspense. It supports us with climax events. It activates our thinking that interpreted in prediction. (Maley, 1989a) literature develops learner's language linguistic competence. Since literature interacts with universal issues. Globalization is taken a back and eager for accompanying literature hands by hands not solely in economy, sociology and politics but also involves in related field of language such as ELT. For all these reasons literature texts are considered to be

very motivating. It is as a result of meaningful of the literary context. And its authenticity that manages and maintains things in nature which is displayed in magnificent literature framework. Hence motivation claimed to be one of the vigorous tools through the entry gate of literature. Exposure to what the learners really entertain, which is literature. Motivation is particularly accomplished when students find themselves reading literature text.

Why is literature motivating? (Mckay, 2001) literature is occupied with sociolinguistic and pragmatic information. Due to these features and characteristics, they are adopted to appropriateness and not correctness. And this is solely found in contextualization language literary texts. Such as in drama in particular is clear obvious. According to my modest experiences that English learners are ultimately motivated when they are indulged in literary text profoundly for language learning aims. This study is useful to Sudanese Ministry of Education Secondary Schools Students and Secondary Schools Teachers.

## **LITERATURE REVIEW:**

### **Citizenship:**

Very little is known about realities and facts of how different people understand themselves as citizens. The approaches have their impacts which these impacts on the different aspects of their lives. The same as little is known about how rights, languages are definitely used in presented struggles, by various individuals and group. And to what extent does it affect.

(Emma Jones and John Gaventa, 2002, <http://www.google.com>, 1/9/2015, 10:00 pm) Argue that, since the late 1990s, several attempts in development thought have participated to the rise of citizenship as an area that emerged in debates in development studies. The concentration is on the contribution development which is rooted as dominant factor of

community. Project has started to learn towards political participation and contribution, increasing the poorest and marginalized people's impact and influence on the widest decision making access, that can have impact on their lives (Holand and Blackburn 1998; Gaventa and Valderrama 1999, Cornwall 2000) side by side to this was appearance of the good governance agenda and to whom it concerns with decentralized governance and multiplied responses of governments to the urgent needs and basic priorities of citizens (Minogue 1997, Rhodes 1996; Schneider 1999, Edralin 1997) Representing a level of convergence these aspects have opened wide spaces of the contribution and good governance agendas to meet the concept of citizenship.

The term of citizenship as discourse have come to give to every person an offer what they would like to understand them to mean. The term citizenship has been increasingly used in relation to contribution, rights and obligations. Due to citizen participation much literature uses, for instance "citizenship" to mean the role of any person taking part in public affairs. Hence this participation is promoted to a level of right. But it is still there is little conceptualization of what the implication of this; individual rights. There are some criteria of group rights, rights to contribute in the basis of particular identities or interests, right to difference or dissent? Similarly, in regard with to accountability, there is little conceptualization of who is accountable to whom and in what domains of life, or how a person might deal with their increasing and sometimes conflicting individual and group obligations and rights.

The idea of citizenship now becomes a hot issue. This is due to gradual transformations that take place in society or community. Therefor it happens in real life situation under the conditions of migration, the impact of globalization, political and social change. The recreated emphasis on the subject matter of collective identity, ((if it is national, cultural, gender,

etc...)) (Penda, 2003 p215) from this scope of view point the legal status of equality of citizens as owner of a definite or particular political and legal status must be competed with the groups of upon which an individual may belong with loyalty.

We realize that the indifference involves politics in our societies, the conflict of the state of welfare are connected to the recovering notion of the citizenship. The major world problems of poverty or civil war crisis, the failure of the liberal conception and the problems of environment all these factors have their impact on the concept of citizenship. It seems that "democratic societies" cannot be stable and settled only on rights and institutions, but their basic foundations are depended on the attitudes as well as qualities of their members. Their effect of the sense of an identity, their participation in the political system, their tolerance, and participation should be most effective "(Peda, 2003, P 216) In other words, society need people committed to their community, and not only rights-holders. This idea has been expressed by all political currents-liberal, communitarian".

In this sense, the citizen would become the main point that meets the needs of convergence between the community and the political system. (Zapdata - Barrero, 2001 P.215) The concept of citizenship differs from one community to another, depending on the place, the historical moment and the political organization.

We can have an initiative beginning by using some definitions of citizen and citizenship that are found in dictionaries and encyclopedias. A first approach is found in the Spanish language dictionary, published by The Royal Spanish Academy where the term citizenship has several meanings, which are related to the city as a political organization that is known among them being: "The dweller in ancient cities or modern states as a subject of political rights and who

intervenes, exercising those rights in the government of the country."(RSA)

This sense denotes one of the hallmarks of citizenship as being active participation in political life performance by those individuals who live within the scope of a state action.

To be more precise on this notice, the Dictionnaire de Philosophie Politique, defines who is a citizen: "the citizen of modern times-that is, of the philosophy of modern natural law" is defined in contrast with the man (the rights of man and the citizen) and in relation to sovereignty." (Raynaud and Rials, 1996, p. 16). He identifies that citizens and their rights who are as related to the government, stressing also the fact of the sovereignty as accomplishment achieved over other absolute powers different from popular will.

(Erika González García, 2010, <http://google.com>, 5/10/2016, 11:00 pm ,p20) While the Dictionnaire Constitutionnel refers to a citizen as "a member of a territorial political community, holding rights and subject to obligations independently of belonging to "particular collectives" (sex, race, tribes, corporations, caste, municipalities, classes, religions) " (Duhamel and Mény, 1992, p. 46) The word of focus of this definition is on personals' membership of a community that make him/her a subject of rights and duties, as pointed out in the dictionary at the time of the Enlightenment published by Diderot and D'Alembert: "One who is a member of a free society consisting of several families who share the rights in this society and enjoy its privileges." (García Inda et al., 2008, p. 26)

The Encyclopedia of Nationalism defines it as "[...] a concept whose profiles are better defined by contrast with its opposites. And it is a term whose historical significance has not always been the same. In a legal sense, citizen is opposed to foreigner, in a political sense; a citizen is opposed to subject. The individual has the condition of citizen from birth, against others, and against the powers of the state. According to this

status it gives rights which naturally belong to the individual and are only lost by temporary or permanent exclusion from the legal community, and this exclusion has to be based on pre-established reasons. It is a highly personal quality and not transferable." (De Blas Guerrero, 1999, p. 109) we can deduct from this definition that citizens are born and not made and that it is a personal quality that distinguishes him/her and differentiates him/her from other citizenships of other persons belonging to these states.

Even though concerning the concept of citizenship differences might exist but still, there are common shared elements for these hot issues. Such as identity, duties, rights, belonging and participation in particular community should be gained. Thus the relationship between the individual and the political regime can be understood from different points of view, (Republican, communitarian, bourgeois, slave- owning, etc.) and from different disciplines (philosophy, political science, sociology, anthropology, education sciences and so on).

(Louise Gwenneth Phillips, **YOUNG CHILDREN'S ACTIVE CITIZENSHIP STORYTELLING STORIES AND SOCIAL ACTIONS**, 2010, <http://theses.gla.ac.uk>, 24/11/2011, 1:50 PM) *"This thesis inquires into possibilities for young children's active citizenship as provoked through a practice of social justice storytelling with one Preparatory1 class of children aged five to six years. The inquiry was practitioner-research, through a living educational theory approach cultivating an interrelational view of existing with others in evolving processes of creation. Ideas of young children's active citizenship were provoked and explored through storytelling, by a storytelling teacher-researcher, a Prep class of children and their teacher. The three major foci of the study were practice, narrative and action. A series of storytelling workshops with a Prep class was the practice that was investigated. Each workshop began with a story that made issues of social justice visible, followed by*

*critical discussion of the story, and small group activities to further explore the story. The focus on narrative was based on the idea of story as a way knowing. Stories were used to explore social justice issues with young children. Metanarratives of children and citizenship were seen to influence possibilities for young children's active citizenship. Stories were purposefully shared to provoke and promote young children's active citizenship through social actions. It was these actions that were the third focus of the study. Through action research, a social justice storytelling practice and the children's responses to the stories were reflected on both in action and after. These reflections informed and shaped storytelling practice. Learning in a practice of social justice storytelling is explained through living theories of social justice storytelling as pedagogy. Data of the children's participation in the study were analyzed to identify influences and possibilities for young children's active citizenship creating a living theory of possibilities for young children's active citizenship."*

### **The core of the topic:**

It is difficult to define the term citizenship; that for it is abstract. It is something that we cannot touch. But we can feel it. In this concern we aim at presenting Sudanese novelists and poets. Thus Sudanese African literature might implant citizenship items of Sudanese Nation. We can depict, point out the outlines of the concept of Sudanese citizenship as a common shared among them. We can realize the language unit; it is Arabic Language as a lingua-franca. Cause all Sudanese writers from North; East and West express their loyalty to the Sudan in Arabic Language. The Sudan is rich with domestic languages. These languages are linguistically called vernacular. Such as Juba Arabic e.g. [almouja alaina dʒi:b], the languages of Beja in the East etc. Also Juba Arabic in Nubba Mountain and Blue Nile States is used. Religions and beliefs are rooted in

Sudanese people by nature. This is clearly appears in The Sudan National Anthem:

We are the fighter soldiers of the Lord;  
Soldiers of the homeland.

The poet is (Ahmed Mohammed Salih). The Poet Ahmed Mohammed Salih here portrays all the meaningful of sacrifice, loyalty and unity factors. The supreme meaningful of seeking glory and prosperity to the homeland is obviously pictured. This appears clearly when Sudanese secondary school students recite and sing The National Anthem, every morning.

Which voice yesterday;  
Visit my fancy.  
Roaming round the heart;  
And singing to perfection elegy.  
This is my voice?  
Science and knowledge add;  
To it sparkles.  
I'm the mother of today.  
The cause of ecstasy;  
Candle.  
I'm from your daily life.  
The most sweetest;  
Wishes hive.

In this poem and its inner structure the poet is Abdelkareem Alkabli. He draws out attention to education and culture. It is not exclusively to males but also to females. Hence before him the Godfather of women education has called for this idea. He was Babikir Badri. It is for to build a unified luminous strong nation. We should pay much attention to education. It is thought that Sudanese African literature adopts studied plans to achieve rehabilitation, reconciliation and consolidated awareness to the concept of citizenship. It is claimed that the concept of citizenship is not enough clearly explored and is not vitally mature.

This section is devoted to analysis, evaluation and interpretation of the data collection through interview. The interview was given to 10 respondents who represent the English language experts' community in universities in Khartoum State. The responses to the interview with English language experts in Universities at Khartoum State: the responses to the interview of the 10 experts were tabulated and computed.

The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and motive of the study. Each question in the interview is analyzed statistically and discussed.

### **THE FIRST FIVE QUESTIONS:**

#### **Analysis of English language experts' first five questions:**

1. Do you think students' schemata help in understanding English literature in the context of citizenship?
2. Do you think students' vocabulary promote their understanding English literature in the context of citizenship?
3. Do you think secondary schools students need qualified and well – trained teachers?
4. Do you think literature text in the context of citizenship should be chosen properly in relation to level?
5. Do you think students should be motivated?

**Analysis of English language experts' first five questions:**

Questions	Question one		Question two		Question three		Question four		Question five	
	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive
5	2	8	2	8	0	10	5	5	2	8
Frequency	2	8	2	8	0	10	5	5	2	8
Percentage	20%	80%	20%	80%	0%	100%	50%	50%	20%	80%

**Question one:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are represented by the percentage (80%). This justifies that English language experts at Khartoum State universities, students schemata help in understanding English literature.

**Question two:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of sample answers were positive which are represented by the percentage (80%). This justifies that students' vocabulary promote their understanding English literature.

**Question three:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of sample answers were positive which are represented by the percentage (100%). This justifies those secondary schools students' need qualified and well trained teachers.

**Question four:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that half of the sample answers were positive and other half were negative which are represented by the percentage (50%), (50%). This justifies that literature text should be chosen properly due to students' level is a controversial issue.

**Question five:**

The table above illustrated the percentage and frequency of the answers of the study sample that concern with the question and shows that most of sample answers were positive which are represented by the percentage (80%). This justifies that students should be motivated.

**Analysis of English language experts' second five questions:**

**The second five questions:**

6. To what extent literature addresses all society members in the context of citizenship?
7. To what extent literature in the context of citizenship conveys the intended meaning of the written discourse?
8. To what extent does the cultural background play a vital role in mutual understanding?
9. To what extent does cultural diversity can be considered as the source of strength?
10. To what extent do you think language is homogenous factor for social interaction?

**Analysis of English language experts' second 5 questions:**

Questions	Question six		Question seven		Question eight		Question nine		Question ten	
	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive
5	5	5	3	7	5	5	4	6	2	8
Frequency	5	5	3	7	5	5	4	6	2	8
Percentage	50%	50%	30%	70%	50%	50%	40%	60%	20%	80%

**Question six:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that half of the sample answers were negative and the other half were positive which are represented by the percentage (50%), (50%). This justifies that literature addresses all society number is controversial issue.

**Question seven:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are represented by the percentage (70%). This justifies that literature conveys the intended meaning of the written discourse.

**Question eight:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that half of the sample answers were negative and the other half were positive which are represented by the percentage (50%), (50%). This justifies that cultural background play a vital role in mutual understanding.

**Question nine:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are represented by the percentage (60%). This justifies that cultural diversity can be considered as the source of force unity.

**Question ten:**

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are represented by the percentage (80%). This justifies that language is homogenous factor for social interaction.

To sum up the finding of this topic revealed that all sections justify, the need for teaching literature was highly rated to give a positive attitude towards English language by the secondary schools teachers in The State of Khartoum.

We can say there was a consensus of opinions in favor of the teaching literature in the context of citizenship to develop appositve attitude towards English language among secondary schools students at Khartoum State. Moreover, to add literature text, giving feedback and understanding contextual meaning among secondary schools students. The neutral responses, however, show irregularity and unexpected and unexplainable instability of respondents' uncertainly the all hypotheses.

They are responses to all statements in terms of teaching English literature among Sudanese secondary schools students at Khartoum State. All statements are positive in these section were either strongly agreed to or only agreed to.

The percentage of the negative responses was less significant for secondary schools teachers' respondents but higher for the English language experts in universities at Khartoum State.

The majorities of the respondents were in favor of the need for teaching literature in secondary schools and pay much attention to the approach of handling English literature in accordance to syllabus, teaching and testing.

**Avery large majority of the respondents agreed on:**

- 1) The importance of helping the learner to acquire reading literature texts through teaching and learning strategies.
- 2) The fact that teaching literature at Sudanese secondary student increases awareness of students inferring meaning of literature discourse.
- 3) The urgent need consolidating teaching literature at Sudanese secondary schools students especially for explaining and understanding of the difficult areas in English language.
- 4) Necessity that their English language teachers know their understanding to literature texts abilities.

When the teachers' responses were compared among themselves, no statistical significant differences were perceivable which stated that the students should have many opportunities for reading skills to literature text.

However, the secondary schools teacher of English language at Khartoum State confirm that teaching English literature should be one of the main medium of improving students' performance; they were in favor of the use of English literature in teaching the target language so as to reach the maximum efficiency in understanding English literature text. And teaching and learning strategies outcome would be fruitful

to have a positive attitude towards English language in the window of literature text.

To sum-up this paper, in recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Among language educators, there has been a hot debate as how, when, where and why literature should be incorporated in ESL/EFL curriculum vital discussion of how literature and ESL/EFL instruction can work together and interact for the benefit of students and teachers has led to the flourish of interesting ideas, learning and improved instructions for all. It is thought that many teachers consider the use of literature in language teaching as an interesting and worthy concern. Thus the place of literature as a tool rather than an end in teaching English language as a second or foreign language will be unearthed.

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and the language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. Moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry and short stories into their mother tongue language. Since translation gives students the chance to participate the lexical, syntactic, semantics, pragmatic and stylistic knowledge they have acquired in other courses.

According to Collie and Slater (1987), there are four main reasons which lead a language teacher to use literature in classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest and suggestive power and

economy and ambiguity are some other factors requiring the use of literature as a powerful resources in classroom context.

However, literature is authentic material. Most works of literature are not created for the primary purpose of teaching language. Many authentic samples of language in real life context (i.e. travel timetable, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles and register language) are included within recently developed course materials. Hence in classroom context, learners are exposed to cultural language samples of real-life situation. Literature can act as a beneficial component to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken – a visit or an extended stay – is just not probable. For such learner, literary work, such as novels, plays, short stories, etc... facilitate understanding how communication takes place in that country. Though the world off the novel, play, or short stories is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, processions; what they by, believe in, feel, enjoy, how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shaped a real society through visual literary of semiotics. Literature is perhaps best regarded as a learner's understanding into the country whose language is being

learned. Also literature adds a lot to the cultural grammar of the learners.

### **Literature enriches language:**

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

However it is recommended that The Ministry of Education in The Sudan and mainly in Khartoum State should pay much attention to literature texts. That for literature is considered to be as bedrock to language learners. It is suggested that the curriculum of English literature should be up-to-date and it should establish English language library in basic schools as well as in secondary schools. Reading skills to literature texts should be encouraged. The works of African writers such as Alteyb Salih and Sudanese poetry writers whose works is translated into English should be recommended to taught in general education in order to have a positive attitude towards English language as a foreign language and to suggest British and American literary works that can serve in teaching literature in the context of citizenship to have a positive attitude toward English language at secondary schools level in the Sudan and mainly in The State of Khartoum.

Thus many researches investigations are recommended in the field of literature to enrich Sudanese learners of English language and to enhance their four skills language. Which are (reading, writing, listening speaking) in order to establish a basic foundation knowledge of language linguistic competence. And it is recommended "literature" so as to enrich creative writing among learners.

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